

LEVEL I LICENSURE PORTFOLIO

Entry 4: Teaching Episodes	
Purpose	Candidates demonstrate the ability to plan and teach two in-depth, standards-based ¹ lessons in the endorsement sought. Candidates reflect on student learning, and their teaching and growth over time.
Principles to Be Addressed	<p>Principle #1: The educator has knowledge and skills in the content of his or her endorsement(s) at a level that enables students to meet or exceed the standards represented in both the Fields of Knowledge and the Vital Results of <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #4: The educator understands and uses a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Framework of Standards and Learning Opportunities</i>.</p> <p>Principle #5: The educator creates a classroom climate that encourages respect for self and others positive social interaction, and personal health and safety.</p> <p>Principle #7: The educator uses multiple assessment strategies to evaluate student growth and modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student.</p>
Required Documentation	<ul style="list-style-type: none"> • Lesson plans • Samples of student work with analysis • Video tape, transcription or detailed supervisor's notes of lessons taught • Evaluation of lesson by supervisor and/or cooperating teacher
Directions	<p>Select two lessons taught at two different times during your field experiences. Describe each lesson and the classroom context including:</p> <ul style="list-style-type: none"> • Grade level and curricular materials • Classroom • Number and ability levels of students • Point in the teaching sequence the lesson takes place • Rationale for lesson plan • Summary of lesson, assessment(s), and student work <p>For <u>each</u> of the two lessons, analyze the effectiveness of your teaching and the level of student learning. Use the evidence from the video, transcription, or detailed supervisor's notes and your analysis of the students' work when considering the following questions:</p> <ul style="list-style-type: none"> • How appropriate were the standards/grade equivalents you selected for each lesson? • How did your goals, assessments, activities and teaching materials align with the standards/grade equivalents? • What information did your assessments provide about student learning? • In what ways were your teaching and management strategies effective or not effective in helping students meet or exceed the expectations for each lesson?

¹ *Vermont Framework of Standards and Learning Opportunities and Grade Expectations*
Results Oriented Program Approval Process (3/07)

Entry 4: Teaching Episodes

- How did you create a positive learning environment?
- How did your planning and preparation impact your teaching and student participation?
- How did this lesson demonstrate strength in your endorsement area?

Reflect on each lesson. Within the context of your reflection consider the following questions.

- If you taught this lesson again what changes would you make to improve the effectiveness of your teaching?
- How did your knowledge and skills in your content area enable your students to meet the standards or *Grade Expectations*?
- What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents?

Reflect on the two lessons together. Within the context of your reflection address the following questions:

- What changes did you make in your teaching between the two lessons and what impact did those changes have on student learning?
- What are your strengths and challenges in providing opportunities for all students to meet or exceed the standards or grade equivalents?

SCORING RUBRIC- Entry 4: Candidates demonstrate the ability to plan and teach two in-depth, standards-based lessons in the endorsement sought. Candidates reflect on student learning and their teaching and growth over time.

	No Evidence	Emergent	Approaching Standard	Meets Standard	Comments
Description		The candidate offers a limited description of each lesson and classroom context.	The candidate offers a clear description of each lesson and classroom context.	The candidate offers a thorough description of each lesson and classroom context.	
Principle # 1		The candidate's analysis and reflection demonstrate limited knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	The candidate's analysis and reflection demonstrate some knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	The candidate's analysis and reflection demonstrate thorough knowledge and skills in the content of her/his endorsement at a level that enables students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	
Principle # 4		The candidate's analysis and reflection demonstrate a limited understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	The candidate's analysis and reflection demonstrate some understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	The candidate's analysis and reflection demonstrate a thorough understanding of the variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	
		The candidate's analysis and reflection demonstrate limited ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	The candidate's analysis and reflection demonstrate some ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	The candidate's analysis and reflection demonstrate the ability to use a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in <i>Vermont's Frameworks of Standards and Learning Opportunities and Grade Expectations</i> .	

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Principle # 4 continued		<i>Opportunities and Grade Expectations.</i>	<i>Opportunities and Grade Expectations.</i>	<i>Expectations.</i>	
Principle #5		The candidate's analysis and reflection demonstrate limited ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	The candidate's analysis and reflection demonstrate some ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	The candidate's analysis and reflection demonstrate the ability to create a learning environment that encourages respect for self and others, positive social interaction, and personal health and safety.	
Principle #7		The candidate's analysis and reflection demonstrate limited ability to use multiple assessment strategies to evaluate student learning.	The candidate's analysis and reflection demonstrate some ability to use multiple assessment strategies to evaluate student learning.	The candidate's analysis and reflection demonstrate the ability to use multiple assessment strategies to evaluate student learning.	
Reflection		Through reflection on Entry 4, the candidate demonstrates limited ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 4, the candidate demonstrates some ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	Through reflection on Entry 4, the candidate demonstrates the ability to use her/his experiences and understanding of best practice to improve teaching and student learning.	